
Virtual Parent Personalized Learning Environment



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Location

Hartland-Lakeside School District,
Hartland, WI.

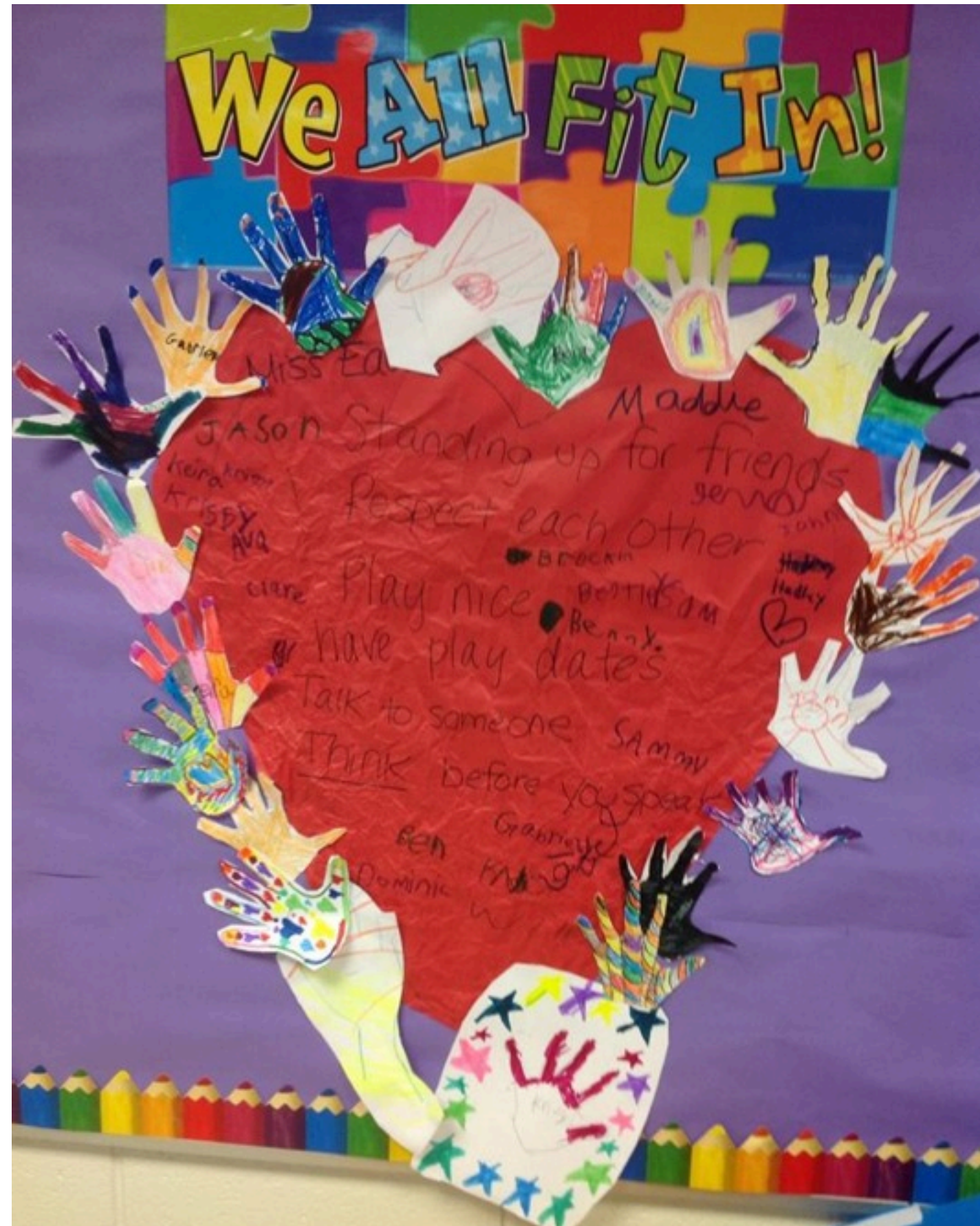
Introduction

Wouldn't it be great to provide parents with a window into their child's learning? What if they could see what was going on during those 8 hours a day, 5 days a week, 180 days a year?

Wouldn't it be great to see what students are really thinking and somehow capture it?

Wouldn't it be great to feel connected like never before?

We think it is great! Welcome to the Virtual Parent Personalized Learning Environment! We hope you visit us soon!



A Kindergarten through 5th Grade Experience!

The Virtual Parent Personalized Learning Environment is an option that Hartland-Lakeside families can choose to participate. Parents pay a technology fee and receive instructional materials that their child needs to engage in a digitally enhanced, personalized learning environment. These instructional materials include an iPad and core apps. The iPad provides each child with countless options and avenues for learning. While technology is a significant aspect of our classroom design, it is not the only aspect that makes this experience unique. We believe in academic excellence, strength of character, strong community, innovation and hard work and weave these into the curriculum by inspiring our young people to be independent and confident learners.

Visionary Leadership

VISIONARY LEADERSHIP

1. **Shared Leadership**—*School leaders take collective ownership of the initiative.*
2. **Individual Leadership**—*A credible and inspirational thought leader sets and articulates the vision.*
3. **Community Engagement**—*Broad community sponsorship supports the institution's initiatives.*

Shared Leadership

Organic just might be the best word to describe the leadership in the Virtual Parent Personalized Learning Environment. In the dictionary organic means denoting a relation between elements of something such that they fit together harmoniously as necessary parts of a whole. There is a part of each one of us in this concept and each part is connected to make us a whole unit.

Individual Leadership

It has never been about the technology. It has always been about people. When ownership and opportunity are provided to each child, only then can learning become a personal experience. We have accomplished this by figuring out how to provide a tool that each child can customize. More importantly, we have cultivated an environment that encourages this kind of thinking.

Community Engagement

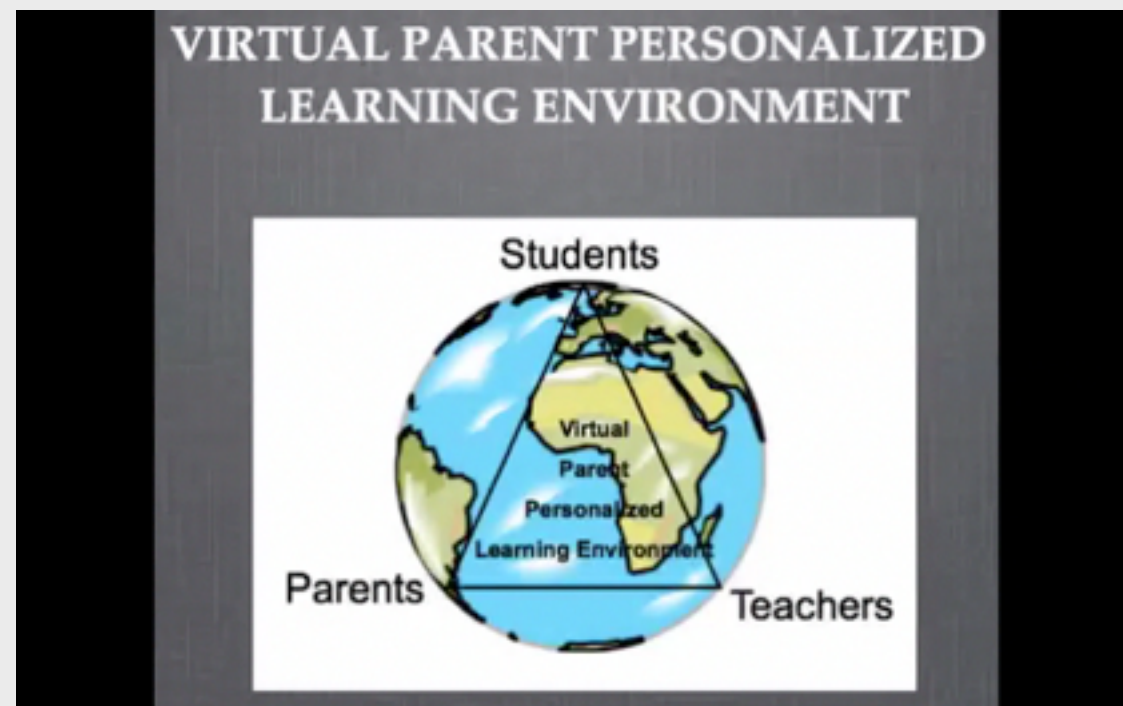
We are very fortunate to have a community of families who believe in us. These families continue to build our model with us in the benefit of collectively raising children who will be able to communicate and contribute in a global community. Together, we share the responsibility of teaching our children how to participate safely and constructively in a digital world.

Shared Leadership

Shared Leadership

It all started at an Apple workshop. Our Superintendent came back with an idea. He envisioned the use of videos as a way to build a stronger partnership with parents. When this idea combined with the skills of our teachers, the Virtual Parent Digital Classroom was born. This past spring, we reinvented ourselves and became known as the Virtual Parent Personalized Learning Environment option. While we have made it this far, we know we are still on a journey of discovery of what we can become.

Growing



A New Design for Education

Each teacher brings a unique set of skills that greatly enhance the learning for our students. They have developed these into strengths. Here are a few of these skills:

Global partnerships build vocabulary, increase higher order questioning skills, improve retention and help young people to make meaning of their world by drawing connections.

High expectations for student ownership fosters independence and confidence.

Relationships build strong community. A trusting community builds confident learners.

We are the role models we want our children to be. We take risks, learn from our mistakes and support each other along the way.

Data continues to be a driving force for improvement and growth.

**Our team will be presenting at the 2013 Wisconsin Slate Conference
(School Leaders Advancing Technology in Education)!**

Individual Leadership

Students use many digital tools and apps to prepare for student-led conferences. They share their reading progress, academic strengths and goals for what they need to improve.

One of our newest features is the implementation of learning profiles. We believe that the use of learner profiles will improve parent partnership engagement, increase ownership of learning by our young people, gain a more efficient and deeper insight into a child's learning in order to improve academic achievement through goal-setting and reflection, build stronger relationships with our class and provide information that we can use to tailor our instruction (both academic and social-emotional) to meet the needs of our learners, measure growth, and provide models for other students. The learner profile puts the child first.

There's Nobody Like Me!



Community Engagement

Ideas from parents are always welcome. One mom suggested that our students invite senior citizens into our school to teach them how to use iPads and laptops. Many seniors are hesitant to embrace technology and our students have become our best resource in sharing knowledge and interest. Parents are going to help facilitate this initiative. This is one way we build relationships and connections with others in our community.



Communication is key to a successful home-school partnership. We use Facebook as our main communication tool. It is a closed group for only those families in their child's class.

It is a space:

For Learning

For Posting links to instructional videos found on teacher You Tube for Schools channel

[Mrs. Davenport's Channel](#)

[Mrs. Batchelor's Channel](#)

For Daily Announcements and other information

For Conversations at the Dinner Table

For Feedback

For a Smile – we love seeing your kids and we know you do, too!

For Building a Community

Grandparent's Day was a huge success! Our third and fourth grade students invited their grandparents and other community members into our school to teach them how to use the iPad, along with a few other things. It was nice to hear grandparents talking about what it was like when they were in school and seeing how things have changed since then.

You can read more here: [Grandparents' Tech Day at Hartland South](#)



Involving Parents - Learning Together



Andrea May-Davenport

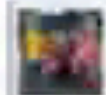


Like · Comment · Follow Post · September 20 at 2:05pm near Hartland



likes this.

Seen by 27



Love this picture!!!!

September 20 at 3:30pm via mobile · Like

Our parents are involved!



Parents can learn from other parents. They share ways they help their child at home with the iPad.



The building of our future leaders...



to make the world a better place...

Leadership begins at an early age. These Kindergarten students are sharing their learning with a members of their community.



Innovative Learning and Teaching

INNOVATIVE LEARNING AND TEACHING

1. **Student Learning**—*Learning is a personal experience for every student.*
2. **Instructional Practices**—*Faculty are master learners who expertly guide their students through difficult and complex tasks.*
3. **Curriculum Design**—*Innovative and rigorous curriculum is designed to leverage technology.*

Student Learning

Each child has the freedom to find ways to help them learn best. The iPad has been the perfect tool for many reasons.

Instructional Practices

Besides our students, the best part of this concept is our teachers. Dating back to long ago, young people have learned how to live and be from their elders. Our teachers are role models next to none. They are learners, problems solvers, hard workers and risk takers. Yet, they are humble and acquire their learning not only from each other, but from the very students they teach. The teacher and the student have become one in the same. One is inspired by the other.

Curriculum Design

This might be the most difficult aspect of effective use of technology - merging the fidelity of a program with the nuances caused by creativity. It is the crux of our current state of education. We would be misleading if we were to say that we have this completely figured out. What we do know is that education is in a great state of transformation and we are committed to learning how to improve teaching and learning and move our field forward. We are figuring ways to customize paths to the learning targets and make learning personally meaningful for each child. It's a never ending process because learning each target is unique to each child.

Students get to choose their resources for learning.



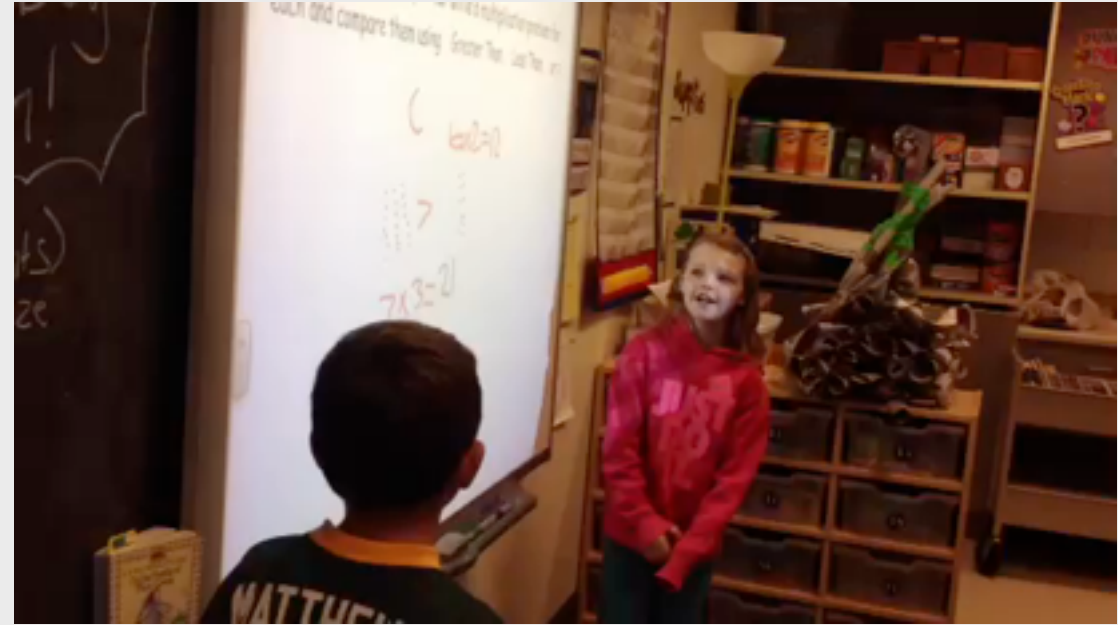
There are many different places to find the temperature. This student chose the Weather Channel app to enter data into his weather log.

Literacy Instructional Video



How to Find a Just Right Book

Third graders explain their mathematical reasoning



This is called Math Talk. It builds student understanding when students listen to how their peers solve problems. It also builds leadership skills in young people.

Instructional Videos: provide additional support for families with the district curriculum and instruction; help parents help their children with homework using the same methods as school.

We post most of our instructional videos on our closed Facebook groups for parents and we deposit them in our student's Dropbox so that they can access them from home and school easily.

Some are teacher-generated and some are student-created!

iPad or book or are they one in the same?



Students choose the way they want to read. We are happy to see them reading!

Examples of Core Apps



Kindergarten: "10 Frame Fill" provides children practice with recognizing additive "10 Families"



First Grade: "Popplet" is a way to capture ideas and show comprehension visually



Second Grade: "Counting Coins" lets you practice working with U.S. pennies, nickels, dimes, and quarters.



Third Grade: Embark on an adventure along the "Oregon Trail"



Fourth Grade: Learn Internet Safety with "Professor Garfield"



Fifth Grade: A place where students write weekly goals and reflections.



Multiple Grades: "Skitch" allows expression through pictures, video, text and audio



Multiple Grades: Bring Learning to your fingertips with "Brain Pop"



Multiple Grades: "Notability" integrates handwriting, PDF annotation, typing, recording, and organizing so you can take notes your way!

Global connections are part of our instructional design. It increases engagement, vocabulary and use of higher level questions. These things help students gain a deeper understanding of the content.

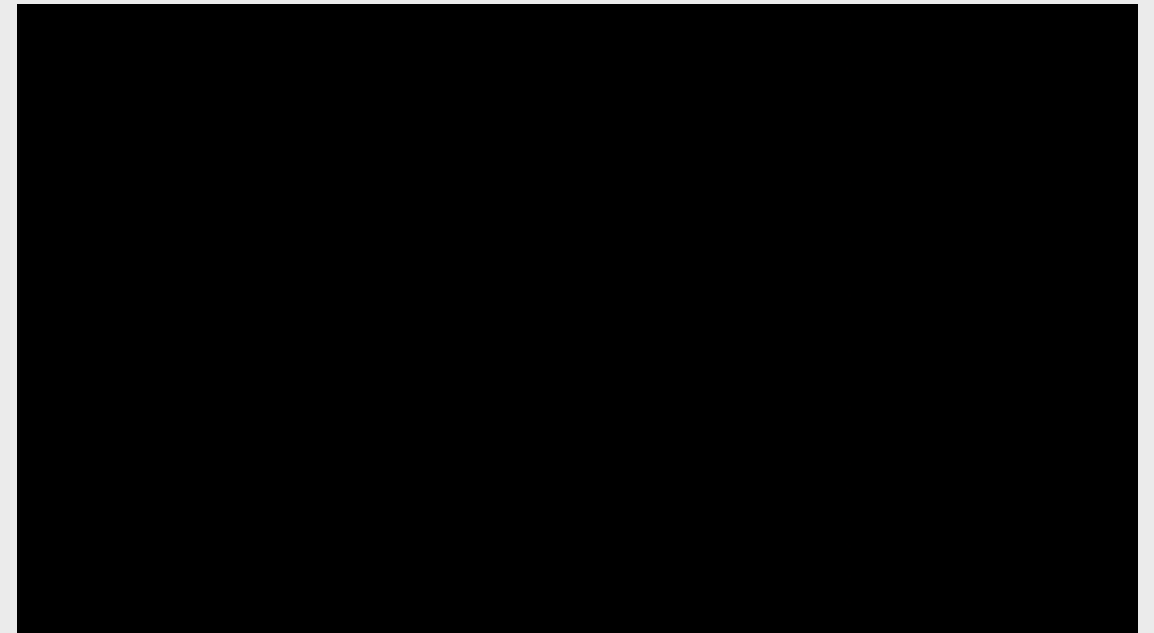
Welcome to Our Kinder Garden!

This is one example of our students connecting globally with others to learn about their world they share. Our kindergarten students collaborated with other students around the world to learn how gardens grow. **How Does Our Garden Grow?**

Kindergarten Jean Piaget Mexico



How to Make a Snowman



Kindergarteners created this video to show how to create a snowmen to children in other parts of the world that did not get snow.

Students Skyped with Author Maribeth Boelts.



Even though we have branched out globally, we take great pride and responsibility over “**Our Neck of the Woods.**” Students worked to beautify one of our schools “neck of woods” by removing buckthorn and garlic mustard.



Each child is different and teachers are expected to meet all of their learning needs. However, powerful education occurs when students take ownership over their own learning. If we are to achieve the rigor of the Common Core, we need to have our students working hard, too. An iPad can be used to personalize learning to meet individual needs. It also helps make the learning meaningful to the child.

The Common Core State Standards require that our students develop a deeper understanding of material. They are expected to ask high level reasoning questions and justify their answers with evidence. In order to know this, we need to find out what our students are thinking in reading, writing, and math. An iPad can highlight and document student thinking.

Parents want to know what their children are learning. The iPad is perfect for building a strong connection between home and school. It's easy to carry. It has many instructional resources for students to take home and show their parents what is happening in school as well as encourage them to be a part of educating their child with us.

In order for children to reveal their thinking, they need to feel safe in their learning environment. If students feel safe with their teachers and their peers, they will take risks to try and learn new things, which is another element that we will need in order to achieve the rigor of the Common Core.

The iPad helps create this sense of belonging, but it is the teacher that creates that special learning environment, physically, intellectually... and digitally.

How an iPad can help student achieve the Common Core State Standards.



Personalizing, Belonging, Thinking, Connecting

Wisconsin State Superintendent, Tony Evers, visited our school to see how program in action and to talk to the students themselves!

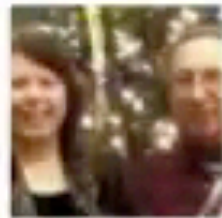
Virtual Classrooms Connect Parents, Students

Innovative Instructional Strategies include...



Creativity - Hard Work - Inspiration - Risk-taking - Problem Solving - Collaboration - Perseverance - Fun

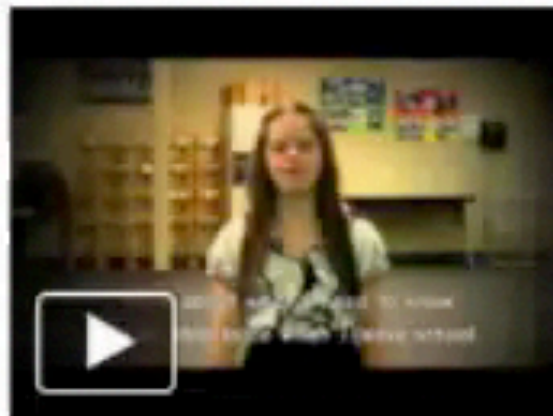
We all belong!



Holly Albrecht

Just had to share this special video. We know what we do at Hartland Lakeside makes a difference.

<http://www.youtube.com/watch?v=9gaSx44pEvk>



Don't Limit Me!

www.youtube.com

Megan is animated and articulate. WOW! What a great performance from an aspiring public speaker!



Unlike · Comment · Follow Post · Share · September 19 at 4:08pm



You and Sandra Malkin like this.



Seen by 27

We all learn from each other and this makes us stronger.

Ongoing Professional Learning

ONGOING PROFESSIONAL LEARNING

1. **Relevant and Timely Professional Development**—*Faculty engage in a cycle of inquiry that promotes reflection, experimentation, and sharing.*

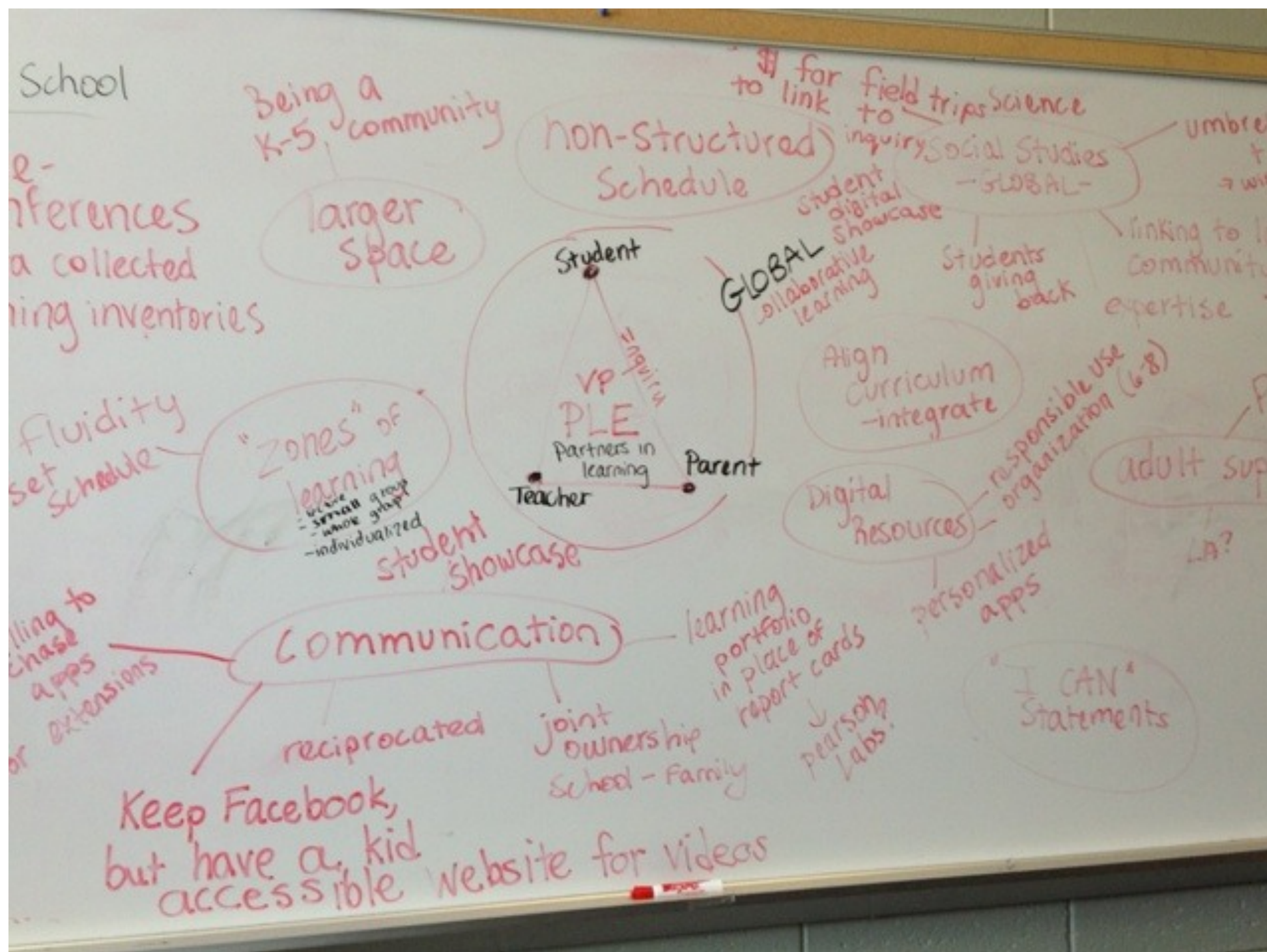
Relevant and Timely Professional Development

When a culture of learning has been established, anything but learning is unacceptable. The shift that occurred within this group of teachers was that learning is not a before or after school event. It is not something that is accomplished outside of the school day without children. It IS what occurs during the day with children. This is the epitome of 21st Century Learning.

However, what happens during the day does not suffice our appetite for learning. Facebook has been a way for us to see the development of our efforts over time. When we could not find the answers we sought amongst ourselves, we looked to outside experts and have committed ourselves to take learning to the next level of providing the optimal learning environment for our children.

We also meet regularly to gather as adult learners.

In Spring, we mapped out our ideas:



Then, over the summer, we gathered together to get ready for the upcoming school year.



We worked on our 5 focus points:

5 Focus Areas for 2013-2014

1. Learner Profiles
2. Global Learning
3. Flexible Scheduling
4. Digital Math Extensions
5. Parent Partnerships

Throughout the year, we meet monthly to review our progress and work to continuously improve our program.

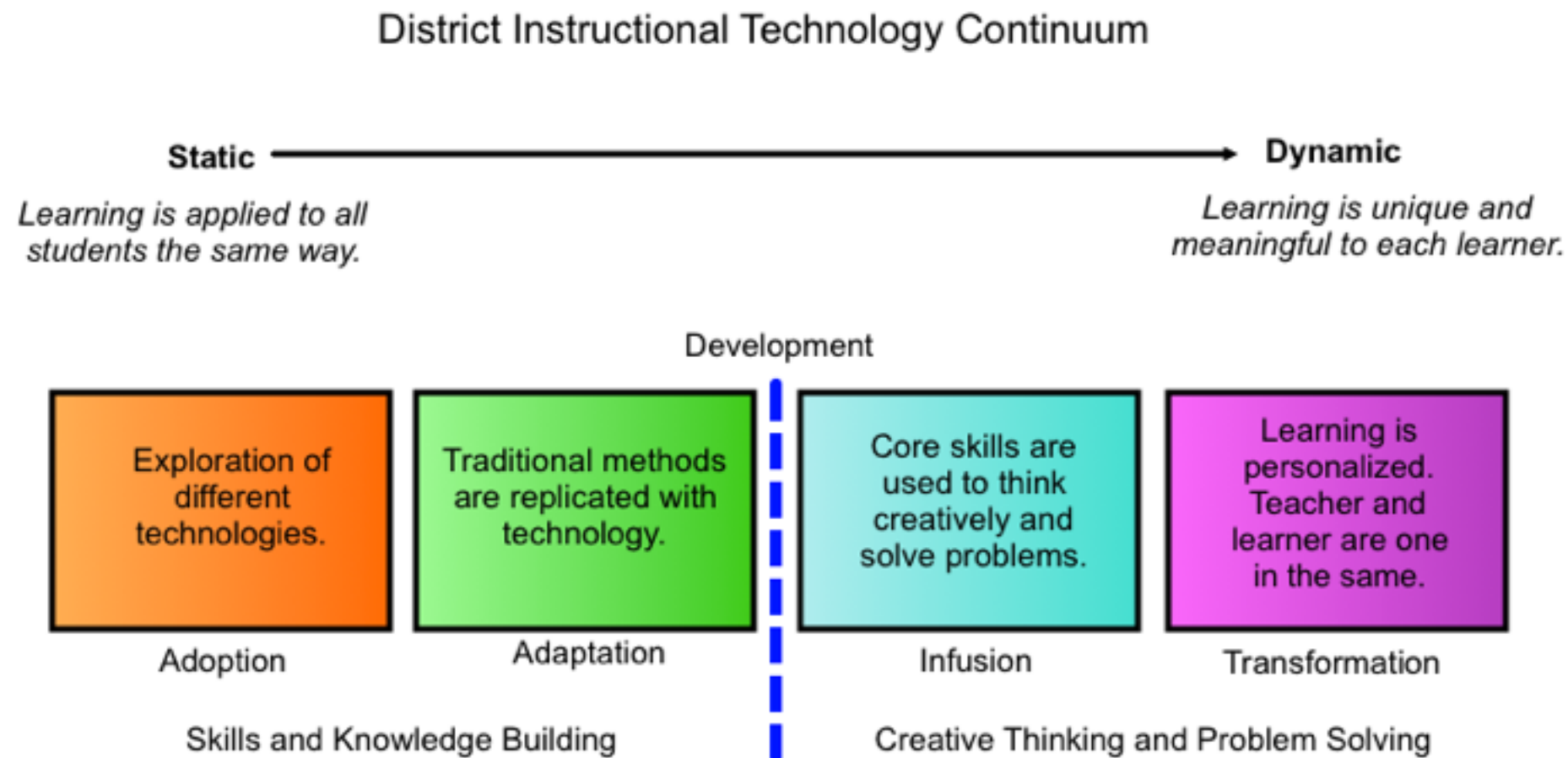
By teaching others, we gain a deeper understanding of what we are doing because we have to articulate our vision. Fortunately, our parents and students do this very well. They will be our main attraction at our Apple Learning Leadership Institute this winter!



We have also partnered with our **CESA 1** to help us facilitate our discussions around curriculum infused with technology, personalized learning and data collection to demonstrate an impact on student learning as a system. We are constantly seeking better ways to understand how students learn deeply and using technology to help us do so.

Learning is a developmental process for adults as well. Transforming classroom instruction to include effective technology integration takes patience as there are steps along the way.

The Hartland-Lakeside School District uses an Instructional Technology Continuum that is based on research and practice. It is a product of Universal Design for Learning, Dr. Ruben Puentedura's SAMR Model, the Concerns Based Adoption Model (CBAM), the Partnership for 21st Century Skills and the Horizon Report along with many other sources of research.



Each teacher has been a part of a personal and professional learning plan for the past 4-7 years in order to understand how to use technology to it's fullest potential. These teachers have moved along the continuum into transformation.

"I see myself as a life-long learner. My instruction evolves and adapts with research on best practice and the needs of my students. Through webinars, following leaders in technology through social media, workshops, and collaboration, I continue to grow as an educator."

"Through the use of technology, I am able to be involved in professional development on my own time. I can jump into a webinar, check out an expert in the field's tweets, or peek at a colleagues' classroom Facebook page and learn something new that I can apply to my own teaching."

"I have never felt more connected to a group of teachers. Being able to follow each other on Facebook is a great way to learn how others are using the iPad and to see the vertical development of our students."

Other technology related professional development opportunities we have participated in have been ISTE, Apple Briefing in Cupertino, Google Headquarters, Apple Workshops, district level courses and workshops.

Our strongest emphasis at this time to learn from each other. Each one of us has developed our knowledge and everyone on the team really wants to learn from each other. For example, we used Subtext over the summer for a group book study and read the book **Making Thinking Visible by Ron Ritchhart**. We not only wanted to improve our craft, we wanted to see how we might be able to apply this with our students. It was suggested by one member of our team and we all jumped on board to try it out. Other team members shared the book **An Ethic of Excellence by Ron Berger**. Whether it be inquiry learning, global learning, parent involvement, Google Apps, Apple TV, or the latest and greatest app, we learn best when we learn together.

Compelling Evidence of Success

COMPELLING EVIDENCE OF SUCCESS

1. **Quantitative**—*Data is routinely collected and analyzed to inform progress and success.*
2. **Qualitative**—*Narrative, reflective, or anecdotal evidence is collected and shared.*

Quantitative

We once read that the link between technology and student achievement did not exist. We proved this wrong. We have evidence.

We use running record data and NWEA MAPS data to evaluate our instruction and help students set learning goals. We also use our district learning targets, the Common Core State Standards and student personal interests to set and reflect on academic, social-emotional and/or behavior goals.

Qualitative

For our first year of implementation, we had 2 classrooms. The participation more than tripled in the second year. We have remained constant for our third year, but the demand has increased.

We gather feedback from parents and students via surveys.

Communication is a basic human need.



What we love about our classrooms is that everyone belongs. Physical disability does not equate to cognitive ability and in this video, the iPad is great equalizer. It enables this child to smile and communicate with other children. And we love to see our children smile!

Love it!

For our first year of implementation, we had 2 classrooms, 50 students. The participation more than tripled in the second year. Now continue to have 7 classrooms, 200 students.

When parents were surveyed at the end of our third year...

85% % say they the instructional videos posted on Facebook is helping them understand what their child is learning and experiencing at school. The parents stated that they enjoy hearing the students teach!

“I have never had a better understanding of what my child did all day or was learning, than I have with this format.”

87% find Facebook a significant communication method.

93% of parents rate their use of Facebook as comfortable now.

86% of parents check Facebook once or more than once a day. All of our families that participated in the survey check it once a week.

This data shows that we are increasing our partnership with our families and making stronger connections with them and their child’s learning. It demonstrates that we are working together and not leaving our parents behind. It is wonderful to hear how parents are learning with their child and having more meaningful conversations about learning.

We have also been increasing our resources for parents about Internet safety and how to participate in a digital world per their request. Working together to teach our young people about these issues is part of our partnership.

Many parents have noticed how their child is learning independence skills and how important this is for being ready for the workforce and life. They are also noticing the flexibility with which their child uses the digital tools to demonstrate their understanding. Last, they noticed how their child’s engagement in learning has increased and that they are being challenged more.

Parents have also commented about how they appreciate learning about the technology with their child.

Parent comment - “I really love that my son is in this class...the connection with FB is making me feel more connected than ever to what he is learning! I LOVE having a window into his day! It's made our "How was your day?" conversations MUCH more meaningful because now, when he can't remember what to tell me, I can help him by mentioning things I saw that his teacher posted! Overall, I'm extremely happy that we spent the additional money and signed him up to be in this kind of class! Not to mention...he LOVES his iPad!”



“I focused on using technology to help students express their learning in the area of writing.” Students acknowledge that they are different. All students have access to these tools to help them learn.”

Teacher reflection and evidence documentation is a huge part of our learning process. These teacher comments and notes demonstrate a few of our goals and ways we collect data to show that we are impacting student learning.

“As far as the leadership goal~ I am connecting other classrooms to the global community and helping them to make connections. I am trying to teach those other teachers to think beyond their classroom walls and use the technology they have to transform their students learning by making those global connections.”

“Well I certainly know we would not take travel to Mexico to learn, study, collaborate, and develop relationships with the class in Mexico. We only have that opportunity because we have technology to take us there. Because of that, we have a world of opportunities awaiting us. The children are engaged and want to learn and talk with the other children. They want to see maps and learn about where the other children are. They are amazed at the similarities and differences among kindergartners around the world. We would not have that opportunity without technology.”

This is an excerpt from a teacher reflection. Note that the most important thing is the child.

“When I think back to the classes where I learned the most, I’m always reminded of the environment. These classes were places I felt free to ask questions, share opinions, and was not afraid to show my weaknesses. These were also the classrooms where I had the greatest achievement and drive to be the best I could be. This idea is describe in the Hierarchy of Needs Pyramid (Manslow, 1954). Manslow (1954) states that a persons basic needs such as food, water, shelter, security, order, and safety, as well as a sense of belongingness and love must be fulfilled before achievement, mastery and self-actualization can happen. To increase student achievement, I focused on fostering a sense of belonging among my students beyond the four walls of my classroom.



I noticed that throughout my first four years of teaching, with the increase of academic demands, building community in the classroom became a lower priority. But when I think back to those early days of educational psychology classes, I realized I had it all wrong. Building that sense of belonging had to be my very top priority to insure my students could meet the rigorous academic demands. So, this year, I used Edmodo, a safe social networking site, for my students to turn our classroom in to a learning community. Having Edmodo allowed students to connect with each other anytime, anywhere.

My first survey was done in late October, after students had been using Edmodo for two months. At this point in the year, 75% of my class was accessing Edmodo outside of the classroom at least once a day with 55% accessing Edmodo more than once a day. When asked what they were using Edmodo for, their time was fairly evenly distributed between having fun, asking questions about school, answering questions about school, and working on school projects.

One interesting insight I had was that 17 out of 20 students were accessing Edmodo for fun, which was usually to ask opinion questions of their peers like “What is your favorite singer?” or simply, “What are you doing right now?” These are exactly the kind of getting to know you activities, that I have never had enough time for in the recent years, but now they were happening outside the school day, on the weekends, and sometimes late at night (probably without their parents knowledge).

The parents survey data was similar. The majority of the parents saw their child checking Edmodo at least once a day and 100% felt their child was accepted by his/her peers.

Shortly after students were surveyed, and when the new operating system was released for the iPad, students soon had a new way to connect with peers. This was through Messages, an app that was just like texting. According to my data collected in the spring, almost 80% were using Facetime, Messages, or Email to connect with their peers at least once a day, and over half were doing it more than once a day. The parent survey results correlates with this trend. Twice as many parents noted their child using Facetime, Messages, or Email to connect with peers when surveyed in the spring.

During this same time, Edmodo usage dropped. In spring only about 30% of students were checking once a day and a couple students and half the students said they hardly ever or never used Edmodo. It appears that with more communication tools available, students found less need to connect with peers on Edmodo. In addition Messages and Facetime offer such an ease of use, where as the Edmodo app is more difficult to navigate and harder to attach movies, pictures, and files. Even I found myself connecting with students more through Messages.

There was also a change in the overall sense of belonging in the classroom. When surveyed in May 80% of the students felt they belonged in the classroom, compared to the 95% who felt this way in October. On the may survey 3 students said they neither feel like they belong or don't belong and one student did not feel as they he/she belongs.

What do I think happened? With the new Messages app growing in popularity as the school year progressed, less students connected regularly to Edmodo, a very inclusive networking opportunity. Instead their connections were done more exclusively, and I am certain some students felt left out. The once public post to Edmodo about the weekend fun and getting to know you questions, were being done more through Messages, in smaller groups. Moreover, a couple students were not allowed access to messages, so they were unintentionally being excluded.

In conclusion, the vast majority of the students noted a positive impact because of the networking opportunities they've been provided with their classmates. 70% of the students felt I knew them better because of Edmodo, Facetime, and Messages. In spring about 94% of parents said that Edmodo, Facetime, and Messages have had a positive impact on his/her child.

This data has helped me refocus my efforts for next year. I know fostering a sense of belonging in the classroom is critical and I have the right tools to do so. I also know that Edmodo has had a powerful and positive impact on students and needs to be brought back as the key mode of communication and collaboration outside of the classroom because it allows all students to be part of every conversation. “



Flexible Learning Environment

FLEXIBLE LEARNING ENVIRONMENT

1. **School Design and Facilities**—*Facilities and schedules are designed to maximize learning opportunities that technology provides.*
2. **Information Technology (IT)**—*IT infrastructure supports innovation in teaching and learning.*

School Design and Facilities

There's no stopping a classroom from becoming mobile except the furniture.

There's no stopping a classroom where students design the learning experience except the furniture.

There's no stopping a group of learners from personalizing their space except for furniture.

So we changed the furniture.

Information Technology (IT)

Bottom line. The infrastructure supports the learning environment that students and teachers need. It supports the way they work, the tools they need, and the access they require.

We have a dual platform network with many different models of technology integration. This only makes sense when you truly believe that each one of us is an individual learner. While there are many different brands of technology, the Apple philosophy and platform has been our preference of choice.

Some Schools Giving Education the Boot



"It's a lot more student-led," Albrecht said. "They're making choices about what works best for them."

Read more at <http://www.jsonline.com/news/education/114430984.html>.

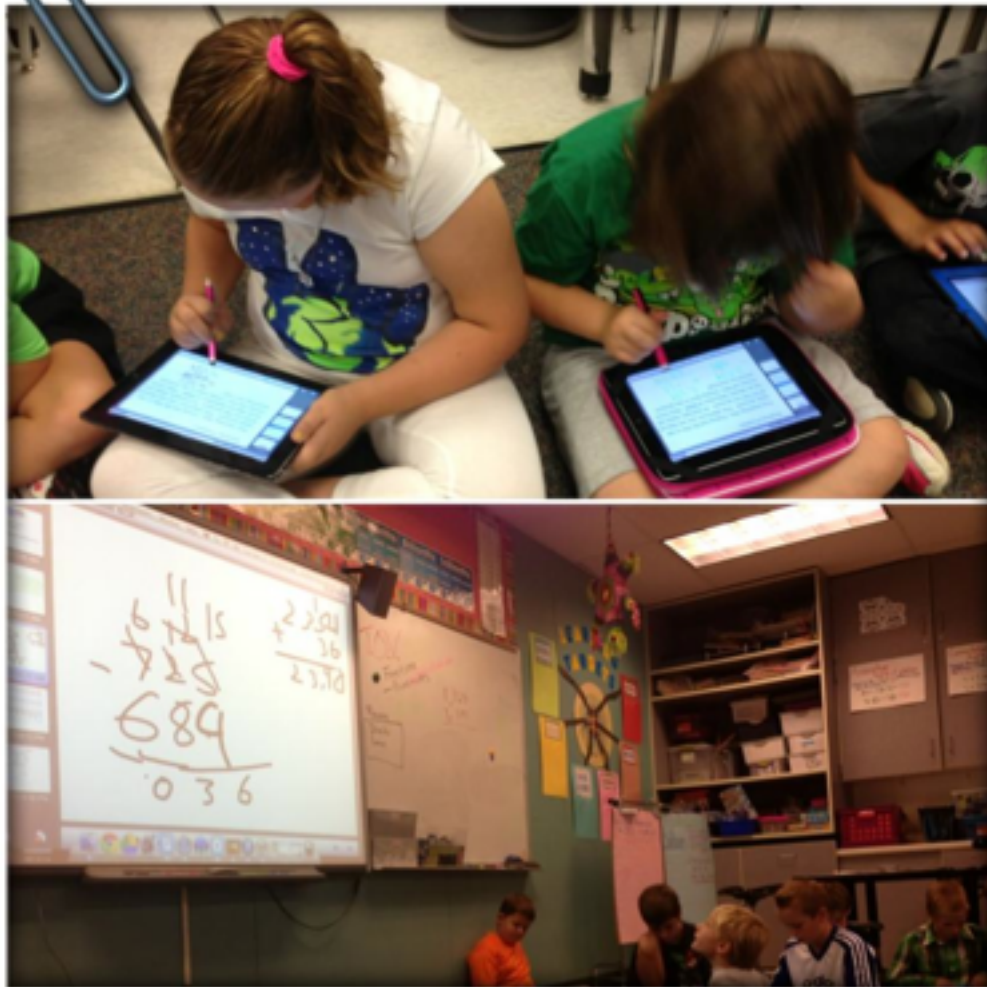
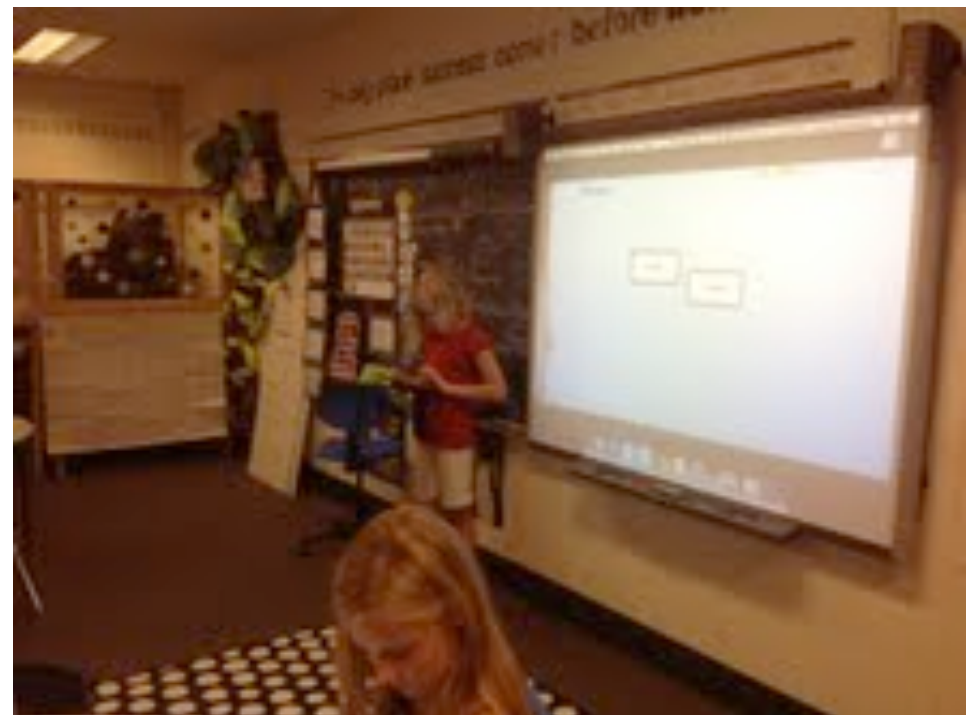
For Back to School, Imagine Classroom Design

Read more about our flexible classroom design at <http://blogs.kqed.org/mindshift/2012/08/for-back-to-school-reimagine-classroom-design/>

We “cleaned house” a few years ago. Mark Brunetz from the TV Show Clean House asked, “How do you want to live?” We asked, “How do we want to learn?” We let go of our old model, sold desks and more at a community rummage sale and replaced our classrooms with a new model. We continued to ask ourselves this question and hence, we continue to change our classroom to fit our instructional model.



To better our instructional model, we have moved forward with Apple TV in all of our classrooms. We are also adding more TVs so that our students can share their learning with each other.



Contribution and Credits

CONTRIBUTION AND CREDITS

1. List of people willing to address 5 areas of best practices.

The administration and a majority of the faculty possess the ability and are willing to articulate how they use Apple products in alignment with the five best practices as it applies to our school's technology implementation program.

School Liaison

Therese Jilek

Director of Technology and Instruction

Email: tjilek@hartlake.org

The school liaison and the following people are willing and able to address these areas.

1. Visionary Leadership

Ms. Therese Jilek

Director of Technology and Instruction

Email: tjilek@hartlake.org

2. Innovative Learning and Teaching

Mrs. Barbara Harmann & Mrs. Kara Batchelor

Kindergarten Teacher, 2nd Grade Teacher

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3. Relevant and Timely Professional Development

Mrs. Ann Roberts & Ms. Caity Eaves

3rd Grade Teacher, 1st Grade Teacher

Email: aroberts@hartlake.org, ceaves@hartlake.org

4. Compelling Evidence of Success

Mrs. Andrea Davenport

4th Grade Teacher

Email: adavenport@hartlake.org

5. Flexible Learning Environment

Mrs. Holly Albrecht and Mrs. Jamie Mastrocola

5th Grade Teacher, 3rd Grade Teacher

Email: halbrecht@hartlake.org, jmastrocola@hartlake.org



"Believing that the dots will connect down the road, will give you the confidence to follow your heart, even when it leads you off the well worn path, and that will make all the difference." Steve Jobs